

deed, the six months—which is often all that the pupil who is making haste to matriculate finds it convenient or necessary to put upon his Greek—were reasonably and profitably spent in mastering the elementary forms of the language, as far as that in such a limited time could be done; if it were spent, that is, upon declensions and paradigms and the writing of easy sentences in Greek, there would be no particular reason for regret. But such a course would lead to disaster: the candidate would inevitably be plucked. He wastes his six months in committing to heart his book of Xenophon and his book of Homer from Bohn's excellent library of literal translations. This, he hopes, if he has any luck, will land him safely beyond the dreaded minimum of twenty-five per cent. *And it does.* No one can blame the matriculant for getting up what will pay him best; or the teacher for keeping his pupil at the only thing which, in the time at his command, will put him through his examination. The blame rests, as has long been maintained by the best teachers, with the matriculation curriculum; and in Mr. Henderson's address, to which I have referred, and in the recommendations of the committee, we have something definite and practical in the direction of reform. Some notice of the points dealt with and discussed, so far as they affect University matriculation in classics, may not be inopportune at present.

With regard to the Harvard system of elective studies and unlimited options, one may condemn it with Mr. Henderson or not; but the Harvard matriculation examination in classics will, I think, commend itself to the practical teacher, and has been nearly reproduced in the Committee's recommendations. These are as follows:

(1) That an easy paper in Greek

grammar be set at matriculation. This is coupled with the following sensible caution to examiners:

(2) That the examiners shall have due regard to syntax in setting papers in grammar, and avoid making such papers a collection of examples in accident.

(3) That easy sentences in Greek composition, based on the work read, be exacted from all candidates.

(4) That sight passages be given in the pass matriculation, both in Latin and in Greek, such passages to be short sentences from the authors read.

(5) That the pass author in Greek be Xenophon.

(6) That the paper in composition, the paper in sight translation and grammar, and the paper in prescribed translation, be counted as of equal value at the examination.

If to these be added:

(a) That easy sentences in Latin composition, based on the work read (including Bradley, Ex. 1-40), be set for Latin pass;

(b) That the pass author in Latin be Cæsar;

We shall have a thorough, graduated, and practical curriculum for elementary work in Latin and Greek. The principle at the root of these recommendations is the apparently simple and obvious one, that in teaching Latin or Greek the object to be aimed at from the start is facility in the use of the language. Till that is gained, the literature is a sealed book. The recommendations are the practical outcome of twenty-five years' experience in teaching. Anyone who has succeeded in imparting a knowledge of Latin or Greek, really adequate and really worth possessing, has done so along these lines, and in spite of our present curriculum, not in consequence of it. The President of University College has just given the assurance that the matriculation requirements have been modified to